



Student Voice Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Rationale

Student Voice is integral to all aspects of learning and life at Thomas Tallis School. As well as helping to engage students in their learning, seeking and acting on student ideas and feedback and being aware and understanding of their varied views and opinions supports the school in its vision for students to have the knowledge and skills to change the world for the better. Having a strong student voice contributes to student feelings of belonging and wellbeing and allows the school to address a wide variety of different duties including the Moral and Social aspects of SMSC, modelling democracy (linked to Fundamental British Values), and preparing students for the wider world and world of work. At Tallis, it also has a fundamental role to play in advancing the Tallis Character traits; in particular, respect for all, fair representation and optimism for the future.

2. Underlying Principles

- Fair: All students should have the opportunity to have their views sought and to be heard, not just those who might ordinarily volunteer their opinions. Student representation and feedback activities must be inclusive and accessible to all.
- Honest: Students should feel free to give honest feedback with no undue influence. When feedback is collected from students, it should be made clear why it is being collected, what will be done with it, how it will be used and by whom.
- Respectful: Students should know that their views are taken seriously. Students should be taught how to give constructive feedback so that they can deliver views about teaching and learning sensitively.
- Kind: Students should feel appreciated for the time and care they take in expressing their views about the school for the purpose of its improvement. Feedback should be valued as a way of celebrating strengths of the school, as well as a way to share concerns.
- Optimistic: Students should feel that their voice matters and is heard and that they can make a difference.

In addition, drawing on the new Ofsted Inspection Framework (May 2019), a core aspect of SMSC at Tallis is the attention to providing students with the cultural capital they will need to succeed in life. This is defined as “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” (taken from the National Curriculum).

3. Aims of Student Voice

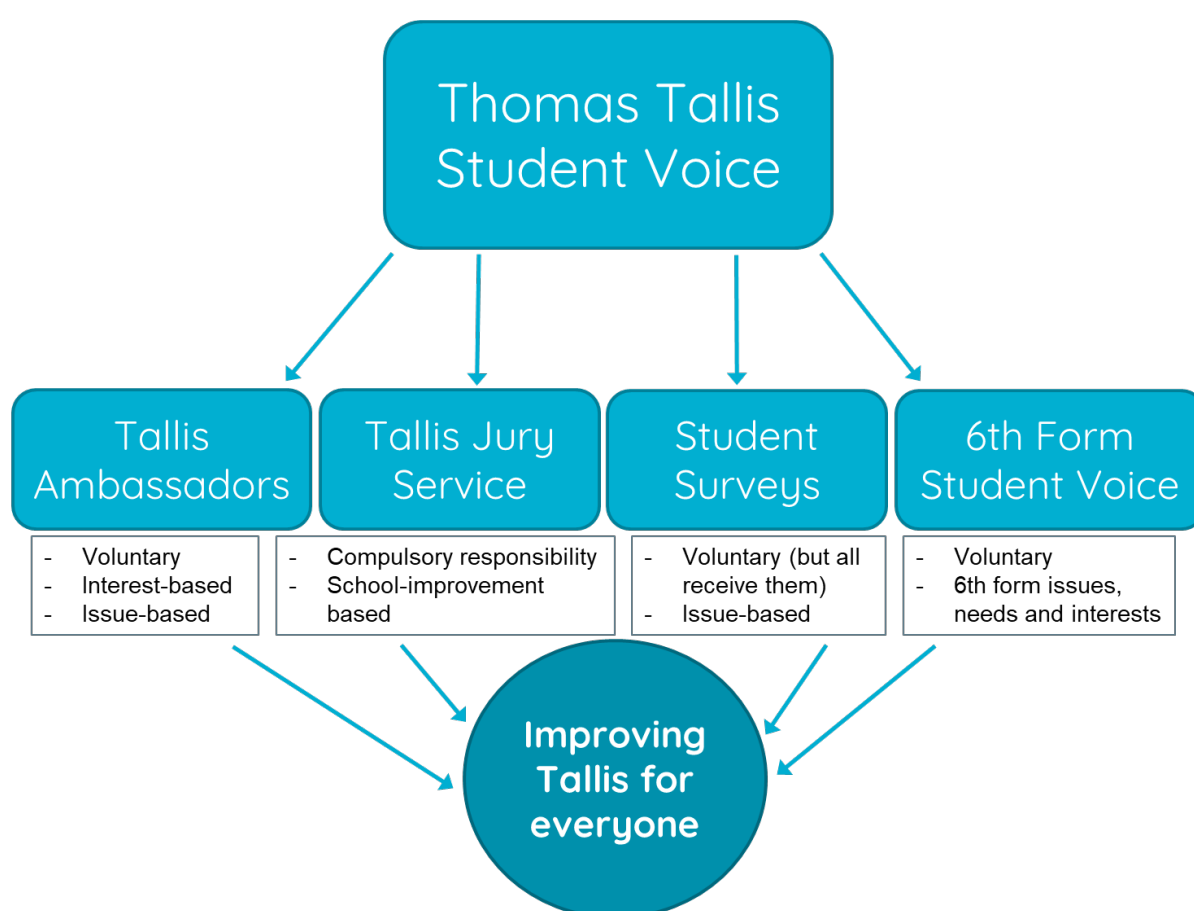
At Thomas Tallis School student voice will:

- Help to build confidence in students and prepare them for roles in wider society
- Encourage students to be reflective about and develop curiosity in their learning

- Empower students by developing their leadership roles and/or participating in opportunities to exercise their voice
- Enable students to make a positive contribution to their learning environment
- Increase engagement with school and learning and counter dissatisfaction
- Engage
- Provide a forum for identifying issues as they are experienced by students and thereby know and understand our students better
- Strengthen relationships between adults and young people in the school
- Develop democratic principles and practices

4. Mechanisms for Student Voice

The core structure for Student Voice at Tallis is outlined in the diagram below:



Tallis Equality Ambassadors

There are five Tallis Equality Ambassador groups that students can sign up to voluntarily:

- Anti-Racism
- Gender Equality
- SEND Awareness
- LGBTQ+
- Mental Health

These groups are based on issues the students themselves identify and can be added to or modified according to the desires or needs of the students. Ambassadors groups meet formally twice a half term – once at the start to set their agenda and once at the end to review – and there is an Ambassador Club once a week after school to work on projects for change.

Tallis Jury Service

This is a compulsory duty within school. Students are chosen via a random name generator and groups meet once a half term to discuss a whole-school issue, usually linked to the school plan.

Student Surveys

There are a number of large-scale surveys undertaken by the school to get feedback in a variety of areas. These include:

- Greenwich Health Related Behaviour Survey: covers a range of health areas including RSE, substance abuse, healthy eating, mental health, physical health, etc. It is conducted once every two years (next scheduled for October 2023)
- Careers and Aspirations Survey: each year group completes at a different time of the year. Aims to support with progression and providing targeted careers advice
- Range of London-wide and local surveys as they arise: the most recent was the MOPAC survey to get views on policing
- Tutor group surveys: hands-up travel survey for example from outside of Tallis, different questions sent out periodically throughout any given year, addressing key issues that arise (sexual abuse and harassment for example)

Sixth Form Student Voice

There are three key ways in which Student Voice communicates and operates within Tallis Post16:

- *Democratic elections*: Each year Student Voice elections are held to fill positions that enable students to take a lead role on the body. Each candidate writes a short statement, which is then looked at, discussed, and voted for by each tutor group. Names are removed from the voting form so it is impartial.
- *Research*: There is constant consultation through tutor groups. Feedback is fundamental to improving what takes place in the sixth form and how it is done. There is also a suggestion post box in the Year 13 internet cafe and meetings are open to all.
- *Action*: Student Voice has made excellent changes to the provision for Tallis Post 16. These include; gaining an additional X (private study slot) for those with over 90% attendance, sixth form only library times, tea in the sixth form cafe, year 13 study space exclusively in the downstairs library.

Other areas of Student Voice

- *Campaigners for Change*: students take on national and global issues that they believe need addressing in school and create PSHCE lessons for students
- *LGBTQ+ Support Group*: safe space and campaigning within school
- *Tallis News & Views*: an opportunity for sixth form students to give their opinions on current affairs and discuss ideas

- *Focus groups: year group, curriculum area or issue-led to seek views on a single aspect of school life or experience outside of school*
- *Student-led CPD: students identify, prepare and deliver aspects of staff CPD*
- *Feedback opportunities after events*

5. Feedback from Student Voice

Feedback of discussions from student voice groups and reporting on the outcomes of discussions and activities will be disseminated in a range of ways:

- Minutes from meetings will be forwarded to the relevant parties. These may be a variety of people and groups, depending on the issue and/or forum. However, a copy of the minutes of discussions will usually be forwarded to the relevant Head of Year, lead for Student Voice and the Leadership Group.
- Minutes of Tallis Jury Service and Ambassador Groups will always be forwarded to the Leadership Group.
- Reports of Student Voice work and achievements will be sent to tutors, reported in assemblies, put on the student noticeboards outside the canteen and, where appropriate, included in the school newsletter.

*11/09/22
M. Springer*